

***“SMALL COLLEGE GREAT”***

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Alumnae Issue

Winter 1973-74

***BULLETIN OF  
LONGWOOD COLLEGE***  
*Founders Day, Family Style*



# *Longwood College* Farmville, Virginia

Winter 1973-74      Volume LXII, Number 2

## BULLETIN OF THE ALUMNAE ASSOCIATION

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Assistants: Betty Bryant, Jane Andrews, Pat Jones, Patti Dunn

About the cover: Casey Wilkes and Andee Maddox Oglesby, both of the class of 1971, joined the Longwood College Admissions Staff in the fall of '73 and have spent most of their time attending College Night programs and visiting prospective students around the state.

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Photo credits: Dr. Carolyn Wells (cover, pages 4 and 9)  
The Farmville Herald (pages 20 and 21)  
Mary Ann Bentley '73 (page 23)

# *Dear Alumnae,*

We are attempting in this issue of the Alumnae Magazine to inform you of several areas in which the College is working in order to upgrade the educational program for our current student body. Perhaps the largest single event of this nature which will occur on our campus this year is the symposium on consumerism, scheduled for February 6-8, 1974. Please note the article in this issue. I think you will find this symposium to be extremely interesting, as well as educational, should you be able to attend.

As you will note, the Class News has been omitted from this magazine. It is being printed in various editions of *The Columns*, appearing throughout the year.

Your college has undergone several extensive studies this year, the results of which we hope will continue to keep Longwood as one of the leading educational institutions in the state. The self-study, which is required every 10 years by the National Council for Accreditation of Teacher Education and the Southern Association of Colleges and Schools, has been finalized and accreditation from these agencies has been received. The college has also received accreditation from the Council on Social Work Education.

To better serve the educational needs of students in commuting distance of Farmville, the Board of Visitors has revised the college's admissions policy to allow male day students to enroll in the lower level classes (freshman and sophomore). It has been our policy for some years to admit these students to the upper level classes only.

Longwood continues to be an outstanding educational institution, as evidenced by reports from our Field Services program and Placement Services (note articles in this magazine). It is your support, both through the annual fund drives and your work in your various Alumnae Association chapters, that makes this goal possible. In the coming year, your help will be needed more than ever in finding the caliber of student that should attend Longwood. Your efforts in the past have been very instrumental in attracting the type of student which enables the college to maintain a high scholastic standard. The educational opportunities available, a faculty whose major function is to teach, the low faculty-student ratio, and the modest cost make Longwood one of the best educational bargains in the state today.

As we move into 1974, I hope that I, and the faculty, students, and staff of the college, can count on your continued support.

With good wishes for a successful year, I am

## *Sincerely,*

*Henry C. Willett Jr.*

# AT A GLANCE

by T. C. Dalton  
*Director of Special Services*

This year's enrollment is 2,250, approximately the same as it has been for the last two years. Ninety-two percent (92%) of the students are from Virginia, representing every city and county in the state. Among the 728 freshmen and transfers are five sets of twins. There are six sets of twins among the upperclassmen. THE FACULTY NUMBERS 158. INCLUDED WITH THE NEW STAFF MEMBERS ARE CASEY WILKES, '71, AND ANDEE MADDOX OGLESBY, '71, WHO JOINED THE STAFF OF THE ADMISSIONS OFFICE AS ADMISSIONS COUNSELORS. Anna Carroll Atkins, '75, Louisa County's representative to the National Tobacco Festival, received the "Miss Congeniality" award. THE FIELD HOCKEY TEAM ENJOYED AN EXCITING SEASON THIS FALL AND HAD A WINNING RECORD OF 8-1-1. FIVE OF ITS MEMBERS WERE SELECTED AS PART OF THE 15-PLAYER TIDEWATER FIELD HOCKEY ASSOCIATION TEAM. THEY WERE: LORETTA BUNTING, A SENIOR FROM VIRGINIA BEACH, VIRGINIA; BECKY BURCH, A SENIOR FROM McLEAN, VIRGINIA; NANCY DMOCH, A JUNIOR FROM VIRGINIA BEACH, VIRGINIA; DANA HUTCHERSON, A SENIOR FROM ROANOKE, VIRGINIA; AND KAREN SMITH, A SENIOR FROM PORTSMOUTH, VIRGINIA. THE TENNIS TEAM PLAYED A FALL SCHEDULE THIS YEAR AND HAD A 3-2 RECORD. Four hundred elementary school teachers, supervisors, and administrators from across Virginia and surrounding states attended the second annual Longwood College Reading Institute on November 10. THE EMILY L. CLARK ELECTRONIC PIANO LABORATORY IN THE WYGAL BUILDING WAS FORMALLY DEDICATED IN A CEREMONY THIS FALL. MISS CLARK, '20, FORMER ASSOCIATE PROFESSOR OF MUSIC AT LONGWOOD, WAS ONE OF THE PIONEERS IN THE STATE IN DEVELOPING GROUP PIANO INSTRUCTION IN THE CLASSROOM. Longwood has the distinction of being the site of the founding of more National Panhellenic Council sororities than any other college campus in the United States. Alpha Sigma Alpha, Kappa Delta, Sigma Sigma Sigma, and Zeta Tau Alpha were founded on Longwood's campus. Kappa Delta, Sigma Sigma Sigma, and Zeta Tau Alpha celebrated their diamond anniversaries this year. THIRTEEN TALENTED HIGH SCHOOL SENIORS PARTICIPATED IN A NEW PROGRAM AT LONGWOOD LAST SUMMER. THIS PROGRAM OFFERED COLLEGE COURSES FOR RISING HIGH SCHOOL SENIORS WHO WERE RECOMMENDED BY THE GUIDANCE COUNSELORS AT THEIR SCHOOLS. THEY WERE PERMITTED TO ATTEND THE TWO 5-WEEK SESSIONS AT LONGWOOD AND RECEIVE FULL COLLEGE CREDIT FOR COURSES SUCCESSFULLY COMPLETED. THE PROGRAM WAS SO SUCCESSFUL THAT IT WILL BE EXPANDED DURING THE SUMMER OF 1974. The fifth annual student-faculty-staff retreat was held at Longwood House prior to the opening of school last fall. Participating in the one-day workshop were approximately 200 persons, including representatives from all areas of student activity, the college faculty, administrative staff, Board of Visitors, the General Assembly of Virginia, and members of the Farmville community. The purpose of the retreat was to provide a communication workshop where students could talk with college and government representatives about college goals and other areas of campus life. WILLIAM E. DANIEL, JR., A RICHMOND INSURANCE EXECUTIVE, WAS ELECTED RECTOR OF THE LONGWOOD COLLEGE BOARD OF VISITORS. HE SUCCEEDS DR. DUVAHL RIDGWAY-HULL, '33, ROANOKE PHYSICIAN, WHO WAS RECTOR OF LONGWOOD'S GOVERNING BOARD SINCE 1970. PAT ALTWEGG BROWN, '54, OF HAMPTON, WAS ELECTED VICE RECTOR OF THE BOARD. MARY ELLEN MITCHELL, '59, OF NEWPORT NEWS, IS THE NEWLY-ELECTED SECRETARY. The following members of the Longwood faculty retired at the conclusion of the 1972-73 school year: Dr. Blanche C. Badger, Chairman of the Mathematics Department; Dr. Frances R. Brown, Professor of English and Associate Dean of Students; Foster B. Gresham, Professor of English and former Acting Chairman of the English Department; Miss Emilie C. Holladay, Assistant Professor of mathematics; Dr. Ruth S. Taliaferro, Associate Professor of business education; and, Dr. Ruth B. Wilson, Dean of Students. MAJOR STUDENT GOVERNMENT OFFICERS FOR 1973-74 ARE: GRACE ANN OVERTON, FROM FARMVILLE, CHAIRMAN OF LEGISLATIVE BOARD; BECKY JEFFERSON, FROM RICHMOND, CHAIRMAN OF JUDICIAL BOARD; PAM WATSON, FROM FRANKLIN, CHAIRMAN OF RESIDENCE BOARD; AND PATTI DUNN, FROM OAKTON, CHAIRMAN OF STUDENT UNION.



# “SMALL COLLEGE GREAT”

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by J. B. Wall, Editor  
*The Farmville Herald*

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The following editorial by Mr. J. B. Wall, editor of *The Farmville Herald*, Farmville, Virginia, was printed in the Wednesday, October 10, 1973, edition of *The Herald*. Mr. Wall's editorial came in response to a number of reports appearing in the press where a Chicago consultant's firm, Donald Shaner and Associates, reportedly would recommend to the Higher Education Study Commission that certain state institutions should increase their size.

(Reprinted with permission from Mr. J. B. Wall, Editor, *The Farmville Herald*.)

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In this day of “bigness,” it comes as no surprise that the master minds of the big city consulting firm's \$200,000.00 report on higher education in Virginia should suggest that Longwood College should have 5,000 students to reach its potential. The report has not been released except to a legislative committee now studying higher education in Virginia. No doubt some good will come of it when close study has been given. At the moment, and entirely from the news leaks, which we abhor, premium is placed on “bigness” rather than quality. For many years this country has had a phobia for “bigness,” and professional consultants naturally lean to the popular impressions.

Longwood College has set for itself a student body of 2,500 for a number of years. This is a unit of education, small enough to give individual attention to students, large enough to attract good professional faculties and for economical operation. Its popularity is attested by the fact that this year more or less provisional accommodations were necessary to house 75 students above capacity. Its product is judged by the fact that teachers graduated from Longwood College are in demand in the public school system of Virginia, and what is more, they have been since the founding of the college for that purpose.

Longwood has a tradition of friendliness among teachers and students, and a democratic atmosphere and camaraderie with its administration. As recently stated in "The Rotunda," the weekly college newspaper:

Longwood retains what other institutions either never had or have not been able to attain—an open door to the opportunity for individual expression, suggestion, dissatisfaction, and input.

A trivial point for keeping a college its current size? Possibly—until you turn back three years to the campus riots that spread across the nation. Beyond the war issue were other student demands and at the root of the problem was a very valid dissatisfaction with inadequate means of communication between students and college administrators . . .

Many factors are responsible for Longwood's "open door." Yet more than any of these is the current size of the student body—large enough for variety of ideas, attitudes and beliefs, small enough to allow vocalization of them.

The fallacious idea of "bigness" may, in the not so distant future give way to more intimate units dedicated to quality, not only in education but in other phases of endeavor, such as industry and business.

The "Small College—Great" was a slogan of Hampden-Sydney not so many years ago, and today these two colleges continue to grow and surpass in quality many of those which have sought "bigness."

# SYMPOSIUM: CONSUMERISM

## A BALANCED VIEW

By Thomas J. Hamilton

A constantly changing consumer protection movement has been a feature of American life during the last decade. Until the early 1960's most consumers believed that industry exercised considerable responsibility in guaranteeing product safety and that the federal regulatory agencies would protect their interests in any cases in which consumer abuse occurred. Ralph Nader was one of the first persons to challenge these comfortable assumptions. Through his writings and congressional appearances, Nader attempted to demonstrate that many segments of American industry were not consumer oriented and that federal regulatory agencies were sometimes ineffective in protecting the rights of the consuming public.

Nader's pioneering work brought about almost legendary changes in the area of consumer protection. Government became more aware of its responsibilities in the field. Both Congress and the various state legislatures enacted a spate of measures, including the truth in lending bill, designed to protect the consumer. Executives ranging from presidents to mayors appointed consumer advocates, such as Bess Meyerson, to whom the public turned with increasing frequency. Federal regulatory agencies became more responsive to consumer interests. Changes also took place among consumer organizations. Well established consumer groups, such as the Consumers' Union, suddenly attained the prominence they had sought ever since their foundation. Newly formed consumer protection organizations challenged their older counterparts for leadership in the field of consumerism. The Consumers' Federation of America was wracked by quarrels between forthright activists and those who advocated a more

moderate approach to issues affecting the buying public.

Industry at first reacted defensively to the charges leveled against it by Ralph Nader. However, some segments of it have recently begun to abandon this rather predictable posture. Recently, Edward Rust, the president of the United States Chamber of Commerce, asserted that Ralph Nader's activities in the area of consumer protection are not incompatible with the well-being of American industry. Not everyone agrees with Mr. Rust, however. James Kilpatrick, the syndicated columnist, has repeatedly declared that the consumer protection movement represents a distinct threat to the American free enterprise system.

Since consumerism is a growing and changing social movement subject to varied interpretations, Longwood has decided to hold a symposium on the subject. Early in February representatives from government, consumer groups, and industry will appear here on campus to present their views on the contemporary consumer protection movement. Hope Frank (Longwood '48) who is now assigned to the Richmond office of the Food and Drug Administration will provide symposium participants with some insights into the role a government agency is now playing in the area of consumer protection. The Virginia Citizens' Consumer Council and the Public Interest Research Group from George Washington University, which are typical of the consumer organizations founded in the last decade, will both send a number of representatives to the symposium. Mary Jane Kaniuka, a consumer consultant for Safeway Stores, will be one of the representatives from industry who will make presentations.

Some associates of Ralph Nader will also participate in the symposium. Jim Turner, the first Nader's Raider, and Sandy Sterling, who works for Public Citizen, Inc., another Nader organization, will lead discussions near the close of the symposium. Then, at its conclusion, Ralph Nader himself will speak in Jarman Auditorium on the topic "Corporate Responsibility and Consumer Protection."

Every effort has been made to provide participants in the symposium with both a comprehensive view of the consumer protection movement and with a variety of experiences through which they might learn about it. The fact that representatives from government, consumer groups, and industry have been invited to participate indicates that the symposium will indeed attain the objective which is implied in the title that has been given it, namely, *Consumerism: A Balanced View*.

Analysis of the program reveals that participants can choose to attend presentations on a number of consumer oriented topics. Presentations will be made, for example, on such diverse topics as food buying, toy safety, consumer complaints, and the role of the media in consumer affairs. Furthermore, the manner in which these presentation will be made varies widely. Some topics will be dealt with in workshops conducted by a single person. Others will be discussed by panels composed of persons whose viewpoints on the topic under discussion vary widely. A third group of topics will be explored in question-and-answer sessions.

Participation in the program will not be limited only to Longwood students. All colleges within 150 miles of Longwood will be allowed to send limited numbers of faculty and student delegates to the symposium. Members of home demonstration clubs and extension groups in the same area will also be invited to participate.

Above all, a cordial invitation to attend the symposium is now extended to Longwood alumnae, and a limited number of tickets are being reserved for your use. Our alumnae are noted for their loyalty to the college. Regardless of whether it be a request to contribute to an annual fund raising drive, or to help contact prospective students, or to serve on a college committee, Longwood alumnae are responsive to our requests for their assistance. In

appreciation for this loyalty, we invite you to participate in one of the most exciting events to take place on our campus in many years. If you would like to attend, please call Dr. Thomas Hamilton at (804) 392-3105 to reserve tickets for the various events. Your cooperation will help us immeasurably in planning a pleasant day for you should you be able to come.

# SEE YOU

**WEDNESDAY, FEBRUARY 6, 1974**

**Session I—7:30-8:30**

Jarman

**KEYNOTE SPEECH**

"There's More To Consumerism Than Nader"

Mary Kay Ryan, Washington, D.C.

Consumer Counselor, President's Cost-of-Living  
Council

**THURSDAY, FEBRUARY 7, 1974**

**Session II—10:45-12:00**

**PUBLIC INTEREST SESSIONS**

Bedford

"Organizing For Consumer Protection"

Lynn Jordan, Springfield, Virginia

President, Virginia Citizens' Consumer Council

Wygal

"The Finance Industry And Consumer Education"

Joyce Bryant, Chicago, Illinois

Director, Money Management Institute of  
Household Finance Corporation

ABC Rooms

"Consumers In Toyland"

Jill Baxter, Alexandria, Virginia

Member, Virginia Citizens' Consumer Council

Coyner 205

"The Role Of Consumer Education In Developing  
Consumer Consciousness"

Aurelia Miller, New York, New York

Editor, *The Consumer Educator*



Coyner T-2

"The Food Industry: Feast Or Famine Bearer"  
Mary Jane Kaniuka, Landover, Maryland  
Consumer Consultant, Safeway Stores

Jeffers

"The Scientist And The Consumer"  
Barbara Hogan, Washington, D.C.  
Research, Center for Science in the Public  
Interest

Commons

"Consumer Education—Help or Hindrance"  
Joyce Bryant, Chicago, Illinois  
Director, Money Management Institute of  
Household Finance Corporation  
Aurelia Miller, New York, New York  
Editor, *The Consumer Educator*  
Maureen Blankenburger, Longwood College  
Instructor in Home Economics

# ON FEBRUARY 7, 1974

Commons

"The Government And The Consumer—FDA:  
Consumers, Concerns, Conflicts"  
Hope Frank (Longwood '48), Richmond, Virginia  
FDA, Consumer Affairs Officer

**Session III—12:45-2:00**

VIEWPOINTS

Bedford

"Does It Do Any Good To Complain?"  
Laura Horowitz, Springfield, Virginia  
Vice President, Virginia Citizens' Consumer  
Council  
Hope Frank, Richmond, Virginia  
FDA Consumer Affairs Officer  
Robert Coleberd, Longwood College  
Associate Professor of Economics

Coyner 205

"The Low Income Consumer"  
Agnes Bryant, Detroit, Michigan  
Coordinator, Consumer Research Advisory  
Council of Detroit

Wygall

"Survival In The Supermarket"  
Mary Jane Kaniuka, Landover, Maryland  
Consumer Consultant, Safeway Stores  
Lynn Jordan, Annandale, Virginia  
President, Virginia Citizens' Consumer Council  
Patricia Fleenor, Longwood College  
Assistant Professor of Home Economics

ABC Rooms

"Consumers And Their Demands On The Media:  
Another Shortfall"  
Francis Pollock, New Canaan, Connecticut  
Editor, *Media and the Consumer*

**Session IV—3:30-5:00**

STUDENT INTEREST SESSIONS

Commons

"Investigating The Marketplace"  
Jim Turner, Washington, D.C.  
Author, *The Chemical Feast*; First Nader's  
Raider

ABC Rooms

"Nader's Raiders Today"  
Sandy Sterling, Washington, D.C.  
Organizer, Citizen Action Group, Inc.

Gold Room

"The College Student And The Consumer"  
Members of the Public Interest Research Group,  
George Washington University

**Session V—8:00**

Jarman

"Corporate Responsibility And Consumer  
Protection"  
Ralph Nader, Washington, D.C.  
Founder, Public Citizen, Inc.

## FRIDAY, FEBRUARY 8, 1974

**Session VI—9:30**

APPLICATION

ABC Rooms

Actual "Market Basket Survey" of Farmville  
Conducted by Longwood students and members  
of PIRG from George Washington University  
(sponsored by the Longwood College Foundation,  
Inc.)

# FIELD SERVICES

Formal follow-up of recent graduates is a relatively new undertaking at Longwood College. Because of Longwood's size and unique atmosphere, members of the faculty and staff have managed over the years to maintain friendships and close contacts with literally hundreds of Longwood graduates. This informal feedback has been helpful in program improvement at the College. The Office of Field Services was initiated in 1970 for the purpose of accelerating and organizing formally what had been going on quite naturally for years.

Since that date three years ago, over 1,500 Longwood graduates have been contacted directly through a variety of techniques—questionnaires, personal interviews and, on occasions when circumstances permitted, group sessions. Annual reports are now reflecting the findings. They are ego-building, to say the least! The data point to a quality graduate. Both the Longwood graduate and her employer across the Commonwealth, the Southeast and mid-Atlantic states are well pleased with the various programs of study available at the College. (Never prone to “rest upon our laurels,” however, Longwood considers this feedback information essential to continuing program improvement at every level and in every department.)

Aside from the data and comparative evaluations that are helpful in Field Services, there is a lighter and most enjoyable aspect of Spring treks and school visits across the Old Dominion. In traveling from school to school and classroom to classroom, I would guess that I have been mistaken for more fiances than any man alive! I have never considered myself a living legend in such exploits, but it is quite flattering in spite of the source when you are asked repeatedly by large-eyed youngsters, “Aren’t you and Miss . . . . . planning to get married soon?” Inevitably, I look somewhat sheepish, the new teacher always looks chagrined. When you are approaching middle age, such questions are quite sustaining.

By William J. “Bill” Peele

*Coordinator of Admissions, Placement and Field Services*

There is another emotion not quite so elevating as the one previously mentioned. Have you ever looked for a small item, knowing that it was certainly there but you just could not find it? How would you like to lose a school—knowing it's around but you just cannot seem to locate it. If I had my say, every school in Virginia would be equipped with a blinking neon sign installed astride its zenith screaming out the name.

Then, there are those mixed-up days. I walked in the main office of a school on such a day and introduced myself as Bill Longwood from Peele's College in Farmville. The secretary asked, “Isn't Longwood College there also?” Thinking of Hampden-Sydney, I answer that we both were there. She decided she had better get the principal!

That principal was as kind as hundreds of others have been. Over the past two years, principals have returned questionnaires in unbelievable “percent of return” figures (85%). One principal sent us a note, accompanying the evaluation form that he had filled out, in which he paid a beginning teacher from Longwood College the supreme compliment: “She is the best first-year teacher I have ever encountered, read about, or heard of—including myself.”

To encounter an individual whom you have never seen before in an interview situation and expect an outpouring of both positive and negative remarks about her Alma Mater is quite an expectation. I have discovered that the bond which exists between two people when Longwood College is the common denominator is strong enough to allow this incredible accomplishment. The more I travel and the more Longwood graduates I meet, the more I am convinced that there is an uniqueness about the institution that enriches in many ways the lives of all who come to know and love Longwood College.



# A POSITIVE EQUATION

## QUALITY GRADUATE = HIGH EMPLOYMENT

### PLACEMENT REPORT 1972-73

Despite a rather dismal outlook reflected by national trends in teacher employment and the economic market generally, Longwood College has experienced marked success this year in the realm of placement and career orientation. The percentage of graduates employed has increased by 10 percent over 1972, and the number of teachers employed has increased by 12 percent. Further, there have been significant increases in percentages of secondary teacher employment and non-teacher employment.

Placement Office records indicate that of the 448 graduates last year, 364 are now employed. Nineteen are attending graduate school, and 38 are full-time homemakers. The remaining 27 graduates are either undecided about employment at this time or have not notified the college as to their status. This means that 93 percent of the 1973 graduates seeking employment are now working. Among the teaching majors, the percentage increases to 94 percent, comparing very favorably with the national employment rate for teaching majors.

In discussing the 1973 placement report, President Henry I. Willett stated, "There are two ways of judging the effectiveness of our educational program. The feedback information from graduates obtained through the Field Services program is one, and the employment rate of our graduates is another. I believe there is a direct correlation between the high employment rate of our graduates and the quality of the program offered at Longwood."

During the 1972-73 year, Longwood graduates were placed in 76 city or county school systems in Virginia, 10 academies, and one community college. In addition, members of the class of '73 are teaching in Arizona, Maryland, Massachusetts, Tennessee, and North and South Carolina.

Raymond E. Alie, director of placement, indicated that the higher employment percentage for teaching majors may be due to the graduates' greater flexibility regarding choice of geographical area. "It would appear," he stated, "that there are a considerable number of teaching positions available for those graduates who are willing to go to the position rather than having the position come to them."

The Placement Office scheduled on-campus interviews with representatives of 49 county and city school systems during the past year, in addition to interviews for non-teaching majors with representatives of the Federal and State government, the Cooperative Extension Service, the Armed Forces, and various business organizations, including Firestone Tire and Rubber Company, General Motors, Virginia National Bank, and Thalhimers. The Office also maintains up-to-date listings of job vacancies in business firms, government agencies, summer camps, public school systems, and other organizations.

During the past academic year, the Director of Placement interviewed 75 percent of the senior class. The purpose of such interviews is to provide orientation to interviewing and the job-seeking process in general, to isolate career problems, and to provide information regarding graduate school attendance. As a matter of routine, a credentials file is established for each member of the senior class. These files are used as the basis for providing complete sets of credentials to prospective employers upon request of the employer or the student. Since August of 1972, 4,899 sets of credentials have been forwarded to prospective employers.



CAMILLE ATWOOD



ANN MARSHALL



JILL KIDD



# CARRIERS

## Jill Anne Kidd '72

In the fall of 1972, I was hired by Hampton City Schools to be the "itinerant teacher for the visually impaired." I work with a program which enables visually impaired students to attend public schools and be integrated into regular classrooms with sighted students. This involves traveling to the different schools where these students are located.

Presently, our program includes two totally blind and 15 partially sighted students. Most of these students are in junior and senior high school and are having no adjustment problems.

There are several types of programs for the visually impaired which could be adopted by a school system. They include: a resource room in which a teacher for the visually impaired would be stationed with special equipment in one school to serve those students in that school who have visual problems; a self-contained classroom in which the visually

impaired students are segregated and remain there full time, which is working very well in Hampton.

My schedule is arranged according to the individual needs of each student. I provide special aid at the beginning of the school year to let them know the training in orientation and mobility (cane travel, foot placement, changing classes and confident in the classroom setting). The work pace, since both were transferring from state schools, is slow. Braille writing machines, and typewriters, they are both used. Activities. One of the young men will be featured on the radio.

Attending a public school is excellent experience for the visually impaired. It provides him with social experiences very different from the sighted society.

The younger children who are visually impaired are in the first grade. Some of the students who are legally blind have been in the first grade and some of the partially sighted students are able to do the work. One is progressive and his handwriting is poor, instruction is given. One is a sixth grader presently who is learning to type, and his assignments in his classroom, and his written work is

## Anne Reams Marshall '69

During the past four years, I have packed such Virginia products as apples, beef, pork, poultry (eggs, chickens and turkeys), sweet potatoes, honey, lamb and peanuts into coolers and traveled across Virginia trying to encourage consumers to buy and use Virginia food products. On one occasion, I even packed a fully-cooked turkey in a suitcase and flew to Roanoke to do a television production.

As Home Economist with the Virginia Department of Agriculture and Commerce since July of 1969, I have developed television exposure for Virginia agricultural products from Norfolk to Bristol, and am presently developing TV exposure in the Northern Virginia market. I appear either on early morning farm shows or on late morning or early afternoon interview programs. I try to visit each TV area at least once a month.

The interview with me for the show will range from five minutes to 30 minutes, depending on the show format. For each show I feature at least one recipe which I can actually prepare on the air. For a five-minute show, it must be easy and short. For a longer show, more recipes can be prepared.

After a recipe or recipes have been featured, I always offer leaflets which can be obtained free simply by writing to me. (As a result of one show in Norfolk, I received over 2,000 requests for a recipe booklet.) Approximately 90% of these recipe booklets and leaflets are prepared by me. Recipe testing and editing has become a vital part of my job. I have found that it is most rewarding, enabling me to learn a great deal about many different kinds of recipes.

I also do some radio interviews and many public appearances statewide. Another big part of my fall activities is presenting daily food demonstrations at the State Fair. During the ten days of the fair, I meet consumers from all areas of Virginia; and, of course, I encourage them to buy Virginia foods. During my demonstration, a simple recipe is prepared and the audience is invited to sample the product.

I have an interesting and exciting job which takes me from hog shows to meetings with such people as the First Lady of Virginia! I have the opportunity to work with many interesting people and to travel throughout our beautiful state of Virginia.

the entire school day; and the itinerant teacher plan

student and his needs. The blind students required their respective schools. This necessitated special (sample). Now these two students are efficient in At first, they were uneasy about public school and schools for the blind. But with their tape recorders, honor students. Both are active in extracurricular the high school wrestling team this year.

the visually impaired student who is ready to make the sighted and prepares him for communicating in

age in age or grade level from kindergarten to sixth enough functional vision to read large print books, regular print books. If the student's eye condition typewriting is begun in elementary school. There e is progressing very well. He is beginning to type much better form for the classroom teacher.

If there are any pre-school blind, I would be responsible for instructing them in braille. We anticipate more visually impaired children coming into the public schools with the new "2-21" legislation. It would be great if the state schools for the blind could work more closely with the public schools in developing a program to prepare students for public school. This would certainly enable the visually impaired to become more independent, confident, and mature in accepting responsibility.

Presently, my job does not afford the direct opportunity to teach music,\* but I managed to work with the retarded and learning disabled in music last year. Also, I am now working with one of my blind students on his Christmas music for the acappella choir, and we hope to have it learned by December!

(*Editor's Note*—Miss Kidd holds the Bachelor of Music Education degree from Longwood and the master's degree in special education from the University of Virginia.)

## Camille Ann Atwood '57

What a special privilege to have the opportunity to write about my employment in the field of hospital careers —Medical Technology, in particular.

Whenever I interview visitors, conduct tours of the laboratory, or recruit students, I am continually awed by the preconceived impression these people have of what the laboratory health professional does, the educational background, and the employment opportunities. John Doe Public is yet unaware of the wide open career opportunities in laboratory medicine! Of all the careers available today, this is perhaps the one with the broadest variation in both opportunity and upward mobility concepts.

My work in the field of hospital health careers began in 1957 when I started work as a chemist following graduation from Longwood. It did not take me long to realize that, compared with the Medical Technologist, there was a void in my education. I quickly accepted the fact that if I chose to remain in the medical laboratory I would have to supplement my knowledge. The education experience of the Medical Technologist was seen by me as something special, offering a key to numerous opportunities that I desired.

In the fall of 1957, I enrolled in Medical Technology school and the following year successfully completed the national certifying examination. My job in the hospital became that of staff technologist and instructor in the School of Medical Technology. Subsequent contact and counseling with students and the preparation of lectures stirred my interest in the whole aspect of administration, supervision, and full-time teaching. My interests led me to pursue an opportunity to become the teaching supervisor of a medical technology school of 14 students in a 550-bed general hospital. My duties included organization, instruction, supervision and coordination of the school for a period of five years. After much review and consideration of my goals and what opportunities I felt were available for career professionals in hospital laboratories, I went off to graduate school.

The College of William and Mary accepted my teaching experience in lieu of undergraduate credits, so I was on my way. Frankly, I thought a real gain was made on both sides for a "secular" educator to realize equivalency in a hospital teaching experience. (Too many other people still professed little interest in the working role of the working Medical Technologist.)

After the year of leave in which my graduate program was completed, I returned to the laboratory and accepted a new position. At this time, the hospital laboratory staff was composed of about 75 people of varied categories and potential. My position, as it evolved, became that of Administrative Assistant and Education Coordinator (a modernized name for the chief technologist position). During the five years I held the position, the hos-

pital grew through expansion and merger to about 1,000 beds with a laboratory staff of over 200. At present, I hold the position of Assistant Director of Laboratories, Medical Center Hospitals. My duties include the coordination and development of medical laboratory education programs, overall administration and personnel management of the Department of Pathology.

The foregoing narrative is not intended to satisfy my ego nor flaunt my accomplishments, but rather to demonstrate a career pattern available in the laboratory health professions. As recently as 10 years ago, few individuals other than Pathologists/Directors were in positions of authority and responsibility in the laboratory. During recent years, capable men and women entering the laboratory areas have increased employment competition, opened new job horizons, forced salary scales to be more appropriate, and have begun to earn professional recognition for themselves and the field of medical technology.

It is probably safe to say that although laboratory professional careers are about 40 years old, they have not yet come of age. Somewhere in this present age of emphasis on health care, this may be achieved. To be a working bench technologist today is neither all there is, nor is it all one should aspire to achieve. Medical Technologists today are entering jobs which were considered unattainable a few years ago. These include teaching, technical supervision, business administration, computer programing, text book writing, materials and product assessment, hospital epidemiology, quality control supervision, research and development, and general administrative management. Further academic and administrative positions, such as laboratory directorships and college faculty appointments, are available to those with graduate degrees.

To the regret of some, laboratory health careers have led few people to great wealth. That fact applies, I believe, to other careers as well. Frankly, the financial reward and general sense of achievement now match many other careers of which I am aware. The door is open, the opportunities are endless. "Come on in, the water's fine!"

## Jane Croom Flexon '49X



Jane Croom Flexon is proof that no matter how "unknown" one is in the world of local celebrities, each person's life story has its own interesting facets.

As mortgage loan officer and supervisor of teller operations at the Bank of Virginia, Jane seems as comfortable and outgoing as anyone born an extrovert—except for one major angle—she is so soft-spoken and easy-going that her professional appearance is anything but hard-line.

Jane is a woman who has managed to combine home, family, and career into a relatively smooth operation. A native of Richmond, she and her husband, Paul, and two children live in Colonial Heights.

Until recent years, women as bank officers were an unusual phenomenon. "It took me 15 years of night school at T. C. Williams School of Law in Richmond to receive my certificate from the American Institute of Banking," she said. This was necessary for her to be eligible for the more difficult responsibilities of a bank officer.

Since her humble beginnings as a bank "runner," which is sort of like a Girl Friday, she has held several positions climbing the ladder to her present job. She worked as an addressograph operator, loan and sales finance bookkeeper, make-up clerk and vault custodian, special teller, reserve cash teller supervisor, section supervisor, and



assistant cashier. In her present position as supervisor of tellers, she oversees the function of 12 people, in addition to her job as loan officer.

Mortgage loans are her specialty. Jane says she enjoys working with this type of loan and helping people to get homes of their own. Despite the massive paperwork that goes with this type of loan service, she says she never gets bored with it.

Foremost among her outside activities has been her leadership in the Education and College Affairs Committee of the Petersburg Chamber of Commerce. As chairman of the committee last year, she and several other members organized an effort between the three community colleges and local businesses to develop projects on which they could cooperate.

At the outset, three representatives from Richard Bland, Virginia State, and John Tyler Community College met with 10 businessmen and educators to make plans for projects which would create better understanding among the academic and business arenas.

Jane is also active in the Quota Club, the American Institute of Bankers Association, Southside Board of Realtors, and the National Association of Bank Women. In the Bank Women's group, she serves as vice-chairman of the Commonwealth Chapter. "We try to keep up with important developments in banking and determine ways in which we can become more proficient in our work," she said.

An active member of St. Michael's Episcopal Church, she was elected as the first woman ever to be placed in the church vestry, a position which she accepted early this year. For recreation, she is a member of the Sherwood Hills Swim Club.

The professional woman who is really interested in her work and gains from it, she said, will be able to "take to her home and her community the ability to give and to be of service to those she loves."

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*(Editor's Note: The above article was written by Alicelee Walter and appeared in the March 19, 1972 issue of the Petersburg Progress-Index.)*

## Alma Fay Hunt '41

When Alma Hunt walked off the Longwood campus with her B.S. degree in 1941, she began a trek which recently landed her in Ethiopia at a state reception.

Alma, a 1972 recipient of the Distinguished Alumna Service Award, is executive secretary of Woman's Missionary Union, Auxiliary to the Southern Baptist Convention. Heading this 1,200,000 member organization and its 100-employee headquarters in Birmingham, Alabama keeps her blonde head almost buried under an avalanche of paper work and her figure trim from non-stop globe-trotting.



tion.

Back on home soil, she detoured through Roanoke, Va. to visit her mother, Mrs. W. O. Hunt. Then off to Toronto where she addressed the North American Baptist Women's Union Continental Assembly. Miss Hunt is a former president of this organization which embraces 14 different Baptist women's organizations related to the Baptist World Alliance, of which she is a vice-president and the only woman officer. She has also served on the BWA Commission on Evangelism and World Missions, the World Relief Committee, and the Commission on Religious Liberty and Human Rights. Also beyond Southern Baptist borders, she is vice-chairman of the Baptist Joint Committee on Public Affairs, based in Washington.

Alma began seeing the world (and countless U. S. towns and crossroads) in 1948 when she was elected executive secretary of WMU. Long active in WMU while a student and a Roanoke-area school teacher, she was serving as dean of women at William Jewell College in Liberty, Missouri when Birmingham called. With a M.A. degree from Columbia University added to her credentials, she moved into the rented WMU offices in a Birmingham skyscraper.

An early accomplishment of her tenure was the move of the headquarters operation into its own beautiful five-floor building in downtown Birmingham in 1951. From this center of operation are published and distributed eight magazines with combined circulation of almost 1,000,000. WMU also publishes 200 other literature items which assist WMU work in more

She recently returned from a six-week tour of Southern Baptist missions work in the middle East where she crept back and forth across war-ridden borders. Focal point of the journey was the meeting of the United Bible Societies in Ethiopia where she was one of three official United States representatives. Stepping off the plane in Addis Ababa, she was met with great fanfare which continued through such events as the Emperor's recep-

than 21,000 churches. Income from sale of these materials supports the national program of WMU with an annual budget of approximately two million dollars.

In addition to publishing, the WMU office helps develop programs and plans to involve women, girls, and pre-schoolers in missions. A major concern Miss Hunt voices these days is that churches not lose the attention of women whose roles are rapidly changing. Practicing what she advocates, she has led her own organization in major restructurings, keeping in mind the career woman, the mother, the retiree, the shut-in, and the student.

Her wood-paneled office at 600 North Twentieth Street in Birmingham reflects the tastes of this Distinguished Alumna. Surrounding her are antique Chinese tapestries, a miniature of the famous Virginia missionary Lottie Moon, her grandfather's glasses, Oriental and African ivory carvings, silk screens, and the ever-present open suitcases being readied for the next trip.

## Edith Claire Eastman Nickels '37

"Back when Gregg Cherry was governor we didn't have all the proclamations we have today. One day he jokingly said if we kept having so many proclamations he thought he'd have a Cat Week."

"Now I think we do. I think we have Dog Week and Cat Week and I don't know what else. It's hard to keep track!"

Claire Nickels made these comments as she fondly remembered her years as a member of the staff of the last seven governors of North Carolina. A grandmother standing on the brink of her second exciting career, Mrs. Nickels announced recently that she was resigning to become the personal secretary of Senator-elect Jesse Helms.

"I've known Jesse Helms for years. I knew him as a young newspaper reporter when he used to cover stories in the Governor's office, and I was raised in the same neighborhood as his wife Dorothy.

"It's funny, but years ago when Jesse was going to Washington to work on the staff of Senator Willis Smith, he asked me if I wanted to go too. I had a young daughter then and it just didn't seem like the thing to do, but going to Washington has been in the back of my mind through the years."



"One day last spring, one of Jesse's aides called and said 'Mrs. Nickels, would you like to go to Washington and be on Jesse Helm's staff?' I said most assuredly I would, and that's just the way I felt," said Mrs. Nickels.

Enthusiastic about her years as a state employee, Mrs. Nickels reminisced about the seven prominent men who have been her "bosses." When she began in 1947 as Governor Cherry's personal secretary, Claire had a background in English and journalism from Longwood and had been an English and dramatics teacher for five years.

"Now I credit Gov. Cherry for laying the groundwork that made it possible for me to remain in the governor's office through the changing administrations. He suggested that I learn budget work so that I'd be a more valuable employee. And I'm still doing budget work after all these years," she said.

Kerr Scott was Commissioner of Agriculture at that time, and when he was elected governor, Gov. Cherry recommended Mrs. Nickels to him. Governor Scott asked her to stay, and as she described those years with his administration she really didn't need to say, "As you can see I was sold on him." There were many changes . . . larger staffs, more money in circulation for Scott to spend because it was after the war.

Scott was the governor who told everyone to write him a letter. "Everywhere he went he'd say 'If you want anything just write me a letter.' And everyone did! You've never seen so much mail in your life."

Through the years, she has observed first-hand what she calls the highlights of the various governors' term of office. For Cherry and William Umstead, it

was mental hospitals, she says. For Kerr Scott, it was the rural people—getting them telephones and lights and improving the farm-to-market roads. She remembers Governor Luther Hodges as "the business governor" who concentrated on bringing industry to North Carolina, and Governor Terry Sanford worked hard to assure that there were educational institutions to meet the needs of every child. "The community college system was one of his main interests," she said.

After all her years of working for governors, Mrs. Nickels is still deeply involved in her work, but said the decision to go to Washington with Jesse Helms was easy to make. And she will be taking a wide variety of experience with her to Capitol Hill.

Mrs. Nickels has framed photos of her two blue-eyed grandchildren (Diane and Stuart, Jr.) ready to show to anyone who asks. "I try to tell my grandmother stories only to other grandmothers," she says, "because I've been on the listening end, too." They are the children of Mrs. Nickel's only daughter, Peggy, married to Stuart F. Pope and living in Wilmington.

A lifetime Democrat who has worked for a chain of Democratic governors, Mrs. Nickels said, "Politics and party didn't even come up when Jesse and I finalized the job agreement. I guess I'll just be working for Jesse the person, not Jesse the Republican. And I'll be contributing whatever I can."

*Editor's Note*—The above article was written by Lynne Wogan, staff writer for the Raleigh (N.C.) Times.

# CAREERS

# Longwood College Colloquium

## Faculty Lecture Series

The Longwood Colloquium is a lecture series with a difference. Instead of inviting guest lecturers from outside the college, the Longwood faculty voted in March of last year to create a lecture series which would present an opportunity for members of the college's own faculty to discuss their original research and/or writing.

A committee was appointed, under the chairmanship of Dr. Charles W. Sydnor, Jr. (assistant professor of history and social sciences), to organize and administer the 1973-74 series. An invitation was extended to all members of the faculty to prepare and deliver a formal lecture, designed for a general audience, on any original research project in which they are engaged. The Colloquium evolved into four lectures, to be presented in October, November, February, and April, covering a wide range of scholarly work in the fields of literature, physics, mathematics, and music.

On October 23, Dr. Rosemary Sprague (Board of Visitors Distinguished Professor of English) discussed "The Men Who Were *Not* Shakespeare." She refers to her extensive investigation of the 'Shakespearean Pretenders' as a "literary hobby," but the lecture has been acclaimed by audiences in Canada (during the Shakespeare Seminar at Stratford, Ontario), in Norfolk (the Irene Leech Memorial Lecture Series), and on several other occasions. The capacity audience in Longwood's Wygal Auditorium was no exception.

Dr. Louis R. Fawcett, associate professor of physics, spoke on "Fast Neutron Capture Cross Sections" on November 28. He explained that the neutron capture cross section of a nucleus is a measure of the probability that a neutron passing in the region of the nucleus will be absorbed by it. Reliable absorption cross section data is essential to experimental as well as theoretical scientists. It is of interest to those who choose materials for reactor design, as well as in the study of stellar evolution and nuclear models.

In Dr. Fawcett's study, neutron capture cross sections for  $^{154}\text{Sm}$ ,  $^{160}\text{Gd}$ ,  $^{164}\text{Dy}$ , and  $^{165}\text{Ho}$  (ground state) were investigated in the energy range from 5 to 160 keV. Prior to his investigation, capture cross section data in this energy region that were available for  $^{165}\text{Ho}$  varied by a factor of two between different workers. For the other isotopes, little or no published data were available in this energy range. Dr. Fawcett's original data for these four isotopes is being included in the Neutron Data Library of the National Neutron Cross Section Center at Brookhaven National Laboratory.

On February 13, Dr. Robert P. Webber (assistant professor of mathematics) will present a lecture entitled "Semigroups Determined by Matrix Norms: Or What is Mathematical Research?" Dr. Webber states that a mathematician might begin his research by setting up a system consisting of a general set of elements, a rule for combining elements, and laws that the operation is to obey. The question is then asked, what can be determined about the system? One such system is a *semigroup*. Dr. Webber will discuss specific examples and results from his own research.



The final lecture in this year's series, scheduled for April 25, will be a discussion of "The Literature for Organ and Electronic Tape" by Dr. Paul S. Hesselink (assistant professor of music). He explains that with the advent of the Electronic Age has come electronic music. Composers have experimented with combining traditional and non-traditional methods of live performance with electronic sounds. Compositions for the organ and electronic sounds now represent a sizeable body of literature. Beginning in the mid-1960's and continuing to the present, his lecture will trace the history of the literature's development and will feature illustration and performance of representative compositions.

The Longwood Colloquium Committee hopes that the lecture series will become a permanent feature of the academic life of the college. Dr. Herbert R. Blackwell, dean of the college, has informed the committee that a significant number of faculty members are engaged in creative and original research activities, and the committee hopes to channel these activities into the open forum of the Colloquium.

The committee is now reviewing plans for lectures for the academic year 1974-75, with the view to expanding the Colloquium to a series of six presentations. Invitations will be issued to faculty members whose research promises to be scholarly, stimulating, and entertaining to a general audience. The ultimate objective of the committee is to present lectures that will cover a diversity of fields and disciplines, appealing to as wide a range of interests as possible.

DR. ROSEMARY SPRAGUE



October 23, 1973

November 28, 1973



DR. LOUIS R. FAWCETT

DR. ROBERT P. WEBBER



February 13, 1974

April 25, 1974



DR. PAUL S. HESSELINK

# WHICH HAT

Some years ago, circumstances made it necessary for me to rush to catch a plane for Charleston, South Carolina. To cover the curlers which were in my hair, I purchased a pink tulle cap and boarded the plane.

Later that evening, all the participants who had come for the conference were gathered at the dinner table. One of the members of the group asked me, "Miss Bland, what flight did you come in on?" I answered, "Flight 576."

"You did? I was on that flight, too. I was watching the people on the plane because I thought maybe I would recognize you," said Mr. Strother.

"Did you notice the lady toward the front of the plane wearing the pink hat?" I asked. "Oh yes," he replied. "Wasn't she the funniest looking person?"

The conversation which followed was amusing and delightful. Because of that experience, hats have become a fascinating thing for me to observe, and I have come to realize how significant they really are.

By your hat you are known! The chef is known by his tall balloon-like white hat. The fireman, policeman, trainman—each may be recognized by his hat. As I considered the many occupations which are identified by the hat, I began to question, "What kind of hat does the teacher wear?"

Upon investigation, I realized that we wear many hats. I shall name a few—you may be able to add many more.

Since it was a hat which caused a hearty laugh that started the whole thing, I am prompted to suggest that a hat which gives us a sense of humor may be the first hat a teacher should wear.

Minnie Pearl chose a hat with a price tag as her trademark. The laughter she has brought to the American public is tremendous. I would like to think that I, as a teacher, have brought laughter (the result of happiness) to those who have been my audience through these years.

As you look at the picture of my hats, imagine me modeling each one for you as I tell my story. Find the two hats which represent comedy in the exhibit.

The second group of hats for you to recognize are the ones representing knowledge. This group will be first recognized by the mortar board. It is not hard to identify. However, it is only a symbol for many kinds of knowledge, such as an appreciation of all the cultures which are a part of our American heritage:

The straw hat filled with fruits represents the peoples of Mexico and the contribution our Latin American neighbors have made to the lives of each of us.

The Scottish turban represents the great host of people whose ancestry is Scottish. The thriftiness so often attributed to this culture is worthy of emulation by today's generation.

The Dutch lace hat symbolizes beauty. With so many lives marred by myriad forms of ugliness, what a privilege it is for today's teacher to bring an appreciation of the beautiful into the classroom!

The safari hat represents knowledge of the great continent of Africa—all it has and is contributing to our American culture.



Finally in this group is the mantilla from Spain. This brings us to the question, "How did hats get started in the first place?"

Turning to the encyclopedia, I learned that in ancient times hats were a designation of free men. The serf or slave was not allowed to wear a head covering. "When a slave was freed, he at once put on a small cone-shaped Phrygian cap as a sign of freedom."<sup>1</sup> The second reason for head coverings was for protection from the weather.

The rain hat, the snow cap, and the sun bonnet serve as protection from the weather. So do the teachers of our generation have the privilege and responsibility to tender the function of protection for many a child under our tutorage.

The encyclopedia states that a third reason for the development of the head covering was "as an ornament . . . to show the rank or importance of the wearer . . . as in the bishop's mitre, the cardinal's scarlet hat, the priest's biretta."<sup>2</sup>

The origin for the wearing of head covering in the church or synagogue goes back to the earliest of recorded history, the book of Leviticus in the Bible. The Catholic church taught this concept very thoroughly, and as a result we have our "Sunday-Go-To-Meeting" hats. This early practice appears to be waning in our present

# DO YOU WEAR?



time, but the significance of this instruction remains with many.

When then is the purpose of this type of hat to this little dialogue? Surely the teacher needs to perpetuate or provide an opportunity for an appreciation of the past.

The next group of hats found in the exhibit may be classified as antique. They include my grandmother's bonnet, the slat bonnet from Tangier Island, and my mother's travel hat from her trousseau. This last word immediately leads us to the next thought about hats—that is, Romance. We may call it by other names, but surely a great need in the classrooms I visit is the element of genuine love, symbolized here by the wedding veil.

"During the Middle Ages religious practice required women to cover their hair completely, both indoors and out. The earliest and simplest head covering was a piece of linen that hung to the shoulders or below, called a wimple. It survives today as the bridal veil. In the 13th century, chin bands and forehead bands were pinned on under the wimple to make a frame for the face, somewhat like the headdress some nuns wear today."<sup>3</sup> Linking history and romance brings one a feeling of nostalgia which we may share with our students.

Finally, we as teachers must wear the hat of service, symbolized in this exhibit by the Girl Scout hat. For ours is a life of dedication to service.

When this exhibit was being arranged for the photographer, one of Longwood's graduates who was assisting me said, "You should have a hat to remind the alumnae that not so long ago one of the anticipated joys of returning for Founders Day was to see the parade of hat fashions." In my hands in the photograph I hold that symbol.

May I make this an invitation to all alumnae, whether "hatted" or "unhatted", to come this year for Founders Day. To the class of '39, I extend a very personal invitation to return, and let us share together the hats we have worn over these past 35 years.

And now to all (whether teachers or not), keep on wearing hats of: Protection, Beauty, Comedy, Service, Knowledge, Love . . . "And the greatest of these is Love."

<sup>1</sup> World Book of Encyclopedia, 1970, pp. 47-49.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

By A. Beatrice Blame



"Chi Walks Again" was the theme for a luncheon sponsored by the Martinsville alumnae chapter on October 27. In his greeting to the alumnae, Dr. Henry I. Willett, Jr. stated, "It is exciting to observe the support and enthusiasm for the college that Chi continues to foster among both the student body and our graduates."

All Longwood alumnae know that Chi is the college's "secret society," but some confusion may exist concerning the purposes and value of the organization. For this reason, it seems appropriate to review the history of secret societies at Longwood and the evolution of Chi to its present character.

The first known secret society was formed in 1897 and was called The Mystic Three. The society did not have a stated purpose, but the three members did have certain duties, as indicated by their titles: the "Great High Jingaree of the Needle," "Appointed Prophetess of the Mystic Three," and "Most Exalted Keeper of the Records."

The LK society with 11 members was organized in 1901 and was chartered by the LK of William and Mary College; however, no known purpose has been revealed. In 1903, 12 members started the GCGC, and 11 students began the S.T.A.R. In the same year, the RPCPP also existed for the first time.

The I.M.P.S., who were nine, were formed around 1909 with the colors of red and black, a poppy as the flower, and a ruby as their stone. If you were on campus then, you may have heard the chant, "Ginger! Ginger! Pepper pot, I.M.P.S., Keep things hot!"

Those attending Longwood in 1912 may be familiar with the Black Cats, the W.A.N.K., the FANGS, or Mu Omega. The latter organization seems to be the only one which revealed any details about their society. They chose a funeral wreath for their flower, black and white colors, and a stunning motto: "Rather than live a single life, I would die young!" This organization later transformed itself into a type of honorary club.

Additional groups to form were the S.S. in 1914, the BOMO in 1916, the OWLS in 1920, the ZT's and "Quo Vadis Ignoramus" in 1921. The year 1925 was the last known year to have a newly-organized and short lived secret group, the C.A.L.S.

The most lasting of the many secret groups organized was Chi, established on October 15, 1900. By the early 1930's, all of the other secret societies had faded from the scene. Within Chi itself, many changes are recorded.

The first Chi picture to appear in the yearbook was in 1903, with the following inscription: "A sorority of sororities—composed of members of the three sororities—KD, Sigma Sigma Sigma and ZTA." (These were the only three sororities on the Longwood campus at that time.)

The first known picture revealing the use of robes is found in the 1931 yearbook. A red X was added to the robe in 1939, with an inscription under the picture, "Composed of girls who are considered influential leaders in various circles, Chi is an organization having a newly adopted plan of working in coordination with the Honor System, trying to prevent breach of rules, and through individuals working to obtain and preserve standards of the college."

In 1945 and 1946, Chi members were dressed in the senior robes, but returned to the traditional white in 1947. "Take one skull, two crossbones, eight white-robed individuals, add a dash of excitement, and brew well to the tune of *Chloe*" was the "word" in 1950. From 1956 to the present, the theme has been "the spirit of Longwood walks with Chi."

The last and most significant change to take place within the purposes and workings of the organization occurred in 1971. Robes worn by members were changed to the college colors of blue and white. The skull and crossbones symbol which had been seen on the sidewalks and banners was eliminated and replaced by an abstract of the Rotunda with the Gothic letters of CHI above this symbol. The tune of *Chloe* can still be heard, but changed lyrics reveal the value of a spirit desired within each individual student at Longwood, as well as the more meaningful role of Chi at the college.

The tangible evidences of Chi's presence on campus include the signs on sidewalks, banners displayed during certain activities, walks at night emphasizing special events, and letters to the student body encouraging support of college functions and pursuit of academic excellence. The consistently good work of students from all classes, organizations, faculty and staff receives commendation in the spring of each year. Chi feels it has a positive role to play in its program of commendation, and in keeping with this new spirit, the condemning aspect of Chi has been abolished. Prior to the time of commendations at a special "bonfire," Chi

# CHI WALKS AGAIN . . . .





members are anonymous—not to shroud in secrecy, but to enable the organization to resist pressures and, therefore, to be impartial in its commendations.

Further evidence of Chi's work is seen in various gifts to the college which have included the Zodiacal sundial behind the library, an American flag which is displayed in the main dining hall, a college flag with a gold eagle standard in Lankford Building, two plaques for French Building, the cornerstones of Stevens Building and Jarman Auditorium. Most recently, Chi designed the plans and donated the flowers and shrubs for the planter outside the dining hall and Tea Room.

In addition, Chi alumnae established in 1970 an emergency scholarship fund for students who cannot secure the money to continue their education. Eligibility for the scholarship is determined by the College President and the Business Office, and it is awarded by administrative request with the approval of Chi. At present, there is approximately \$1,000 in this fund, an amount far short of what is potentially needed.

The stated purpose of Chi is to promote and maintain a spirit of cooperation among members of the college community. It is the aim of Chi to foster respect for Longwood and loyalty to its academic program and extracurricular activities. In fulfilling this aim, Chi hopes to be an organization that represents the entire student body and commits itself to recognizing the efforts of students, faculty, and organizations. Chi urges each student to gain the full value of the opportunity they have to be a part of the college and encourages friendly concern for fellow students, respect for the ideals of the college as shown in the Honor Code, individual academic excellence, and indirect as well as direct support of college functions.

Yes, "Chi walks again" and will continue to do so—a walk which always seeks the respect and support of past, present, and future Longwood students. Your continued support is vital in aiding Longwood to maintain its respected position in the college world. All Chi can ask is that future graduating classes follow the example you have placed before them.

Your suggestions are welcomed regarding additional ways in which Chi might serve all. Please submit your suggestions through the Office of the President of Longwood College.

Your contributions would also be greatly appreciated. These may be given through the Alumnae Association or the Longwood Foundation, designated for either the emergency scholarship fund or special projects fund.

# Founders Day

April 6, 1974

THEME: "GAY 90'S"

Due to a conflict with a student recruiting weekend, the date of Founders Day has been changed to April 6. This year, Founders Day will be "family style," and spouses are cordially invited to accompany you back to the campus. The day's activities have been planned so that spouses will be able to use all the college's recreational facilities, should they desire. We are also planning a "first"—an evening social hour and buffet for your enjoyment. Let us know if we can assist you with reservations.

## Friday, April 5

3:00-9:00 p.m.	Registration	Rotunda
6:30 p.m.	Alumnae Association Spring Board Meeting	
7:30 p.m.	Water Show	Pool, French Building

## Saturday, April 6

8:30 a.m.-12:30 p.m.	Registration	Rotunda
9:30 a.m.	Coffee	Alumnae House
	Farmville Chapter, Hostess	
9:30 a.m.- 5:30 p.m.	All college recreational facilities open for use by your spouse, including tennis courts, swimming pool, golf course, etc.	
11:00 a.m.-12 noon	Program	Jarman Auditorium
	Speaker: Virginius Dabney, Editor Emeritus, Richmond Times-Dispatch	
	Distinguished Alumnae Service Awards	
	Dedication of Service Building	
12:30-2:00 p.m.	Alumnae Luncheon	Dining Hall
2:00-5:30 p.m.	Tours of Campus Buildings	
3:30-4:30 p.m.	Tour and Reception	Longwood House
5:00 p.m.	Social Hour	
6:00 p.m.	Buffet	Downstairs Dining Hall
7:30 p.m.	Miss Longwood Pageant	Jarman Auditorium

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### 1974 Reservation Form—Please fill in and return

NAME .....  
(Married, last name first) (Maiden, last name first)

ADDRESS ..... Class .....

I shall arrive for Founders Day on ..... at ..... a.m. .... p.m.

I shall stay at Hotel ..... Motel ..... Home of friends ..... Other .....

ALUMNAE REGISTRATION FEE—\$5.00 (including luncheon)

Social Hour and Dinner—\$5.00 per person

# ALUMNAE ASSOCIATION OF LONGWOOD COLLEGE

## Executive Board

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All alumnae are invited to join the alumnae chapter in their area. If you have not been contacted, get in touch with the local president in your vicinity. If there isn't a chapter in your area, contact the Alumnae Director, Elizabeth S. Jones at Longwood and she will help you organize one!

BULLETIN  
LONGWOOD COLLEGE  
ALUMNAE ASSOCIATION  
FARMVILLE, VA. 23901

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FEBRUARY 6-8	SEMINAR ON CONSUMERISM
APRIL 6	FOUNDERS DAY
APRIL 6	MISS LONGWOOD PAGEANT
MAY 18	COMMENCEMENT
JUNE 10	SUMMER SESSION

*Give to the Alumnae Foundation Fund Drive for Longwood*